

# Dr. Robert Marzano Causal Teacher Evaluation Model

**Presenter:**

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**Marzano Center Advisor**



# Learning Sciences International

- **Learning Sciences Marzano Center**  
*Teacher & Leader Developmental Evaluation*
- **iObservation**  
*Marzano Frameworks & Danielson 2007 FFT*
- **National Institute of Professional Practice**  
*MSEd Programs, including Art & Science of Teaching*
- **Enterprise**
  - *Conferences & Regional Academies*
  - *State Dept's of Education*

- PDE Statement on Danielson Framework
- The new Pennsylvania Department of Education (PDE) Teacher Effectiveness Evaluation System for professional employees holding instructional certificates will be implemented beginning with the 2013-2014 school year. The observation/evidence instrument is the Danielson Framework for Teaching. PDE has not mandated any specific edition of the Framework. The initial training on the Danielson Framework was based on the 2007 edition. Since that time, a 2011 edition has been published. It is a local decision to use the 2007 or later edition. In addition, PDE has not endorsed any digital product. If a digital product is used, this too is a local decision.
- **Note:** If a LEA anticipates using a framework other than Danielson or has modified the Danielson framework for the observation/evidence instrument, then a request for approval for an alternative evaluation form must be submitted to PDE. We will be announcing the process and criteria for alternative evaluation approval this winter.

# About the Learning Sciences Marzano Center

Founded by Dr. Robert Marzano and Learning Sciences International to:

- Conduct research and develop the next generation of tools and supports
- Advance the field of teacher and leadership evaluation
- Support districts throughout their evaluation model adoption and implementation phases including professional development and next generation tools
- Provide resources and assistance

# Development or Measurement?

What should be the focus of your teacher evaluation system?

1. Purely to develop teachers
2. Emphasizes development but also measures
3. Equal emphasis measurement and development
4. Emphasizes measurement but also develops
5. Purely to measure teachers

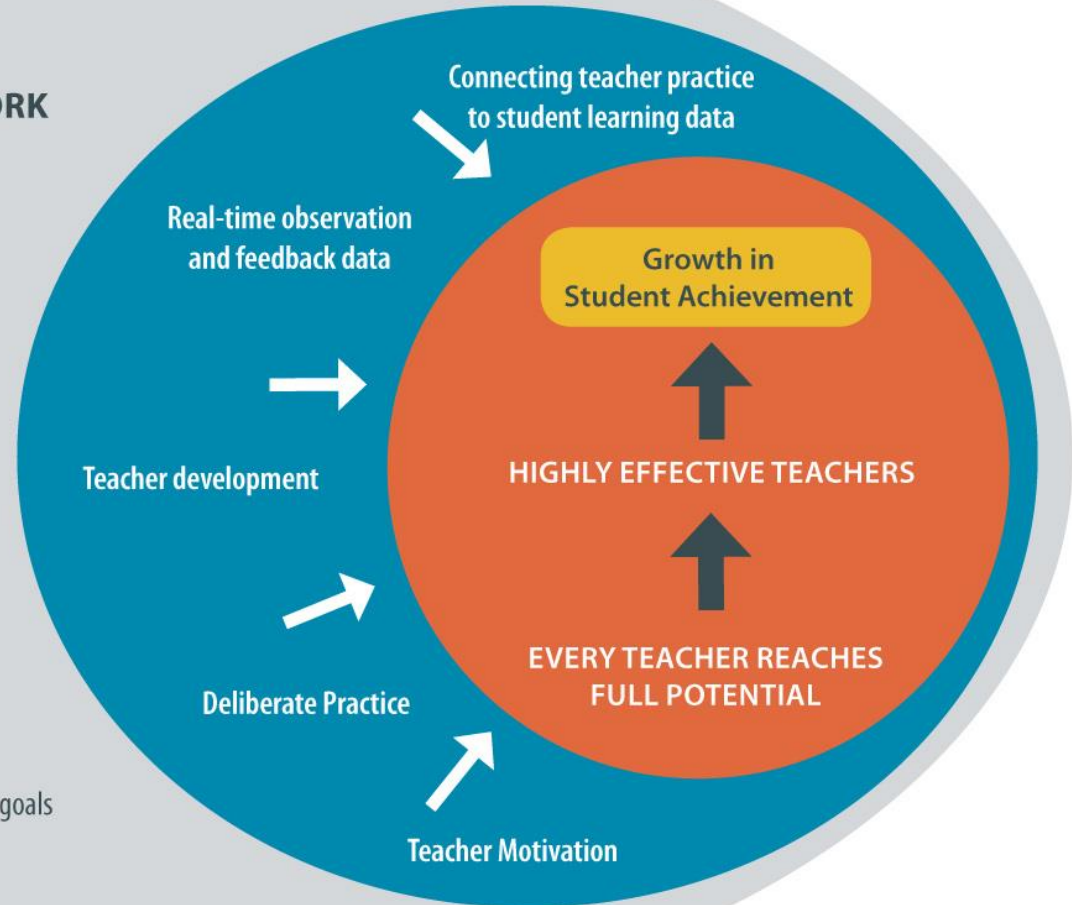
## Development focus requires:

- A comprehensive framework that reflects the complexity of teaching (teaching is cognitively complex – the number of decisions that need to be made for each student)
- Specificity in the framework for diagnostics and actionable feedback
- Validation to improve teaching as measured in student learning gains at both the element and framework level
- Linking teacher practice to student learning at the classroom level



## A DEVELOPMENTAL EVALUATION FRAMEWORK

1. Identifies areas needing improvement
2. Standards based to provide clear indication of what is expected
3. Research Based / Systematic
4. Comprehensive
5. Structured process
6. Actionable, provides specific feedback on focused skills & behaviors
7. Guide to Reflection
8. Improves communication with use of common language
9. Develops expertise with specificity
10. Sustainability
11. Aligns with Common Core directives & goals



# The Research Base: Meta-analysis

1,036 classroom studies, 38 schools

On average, when teachers used the classroom strategies and behaviors in the Marzano Causal Teacher Evaluation Model, typical student achievement increased by **16 percentile points**.



# A Correlational Study: What Works in Oklahoma Schools

Correlations were associated with a **31 percentile point increase** in student achievement.

# Apache Elementary Study

Correlations between implementation of the Marzano Model and percentage of students scoring proficient or advanced on state tests was **.43 for reading and .71 for mathematics.**

## 3<sup>rd</sup> Party Research

### Dr. Paul Mielke, 2012: Qualitative comparative case study of teacher evaluation models:

- Purpose of study: to discover impact of a potential teacher supervision and evaluation process focusing on **developing self-directed teachers**
- Marzano Model was found to have **greater emphasis** on *current* research and alignment to the new demands of Common Core
- Marzano Model found to have **greater emphasis** on classroom strategies and behaviors
- Marzano Model teachers **more likely to identify *specific* elements of improvement**, compared to the *general* insights from the other model

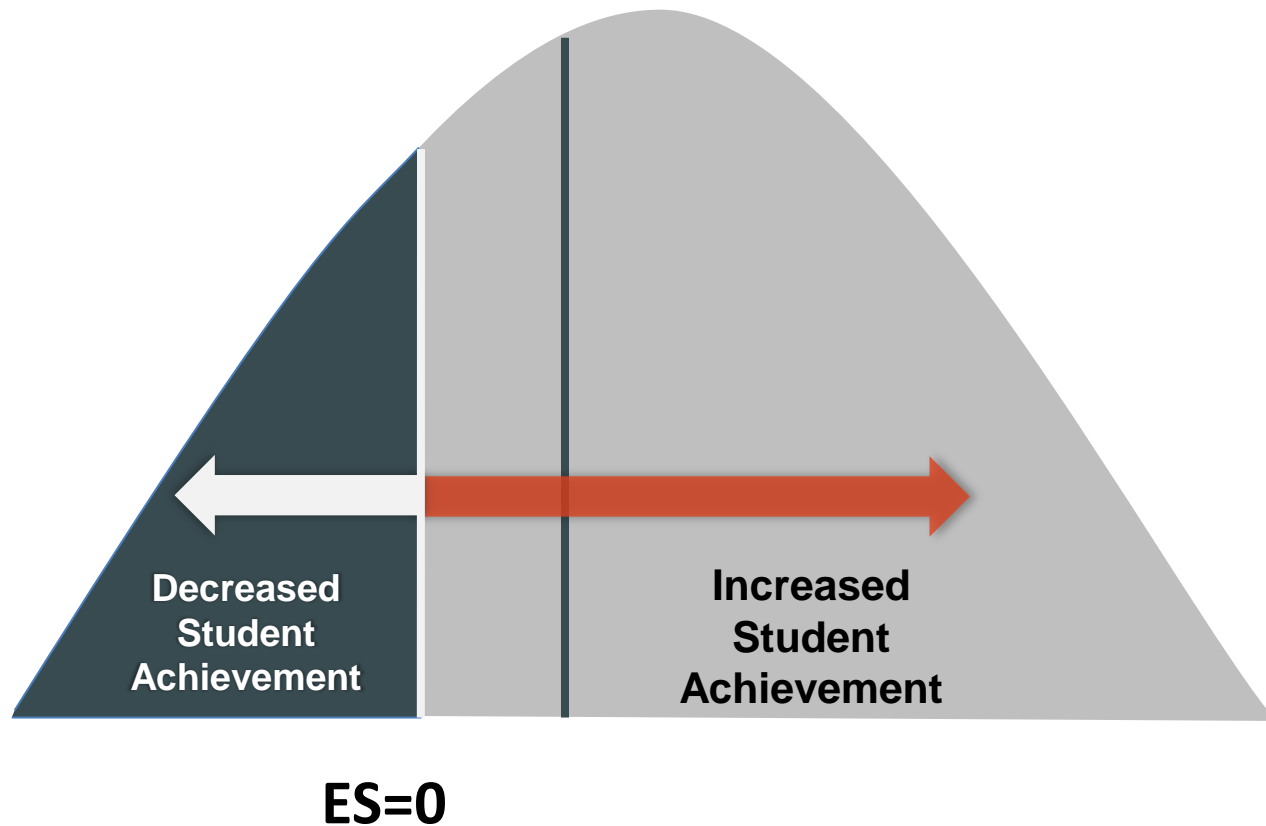
*P.G. Mielke, 2012, "Investigating a Systematic Process to Develop Teacher Expertise: A Comparative Case Study"*

# Marzano Teacher Evaluation Model

When these strategies are used, here is the typical effect on raising student achievement (percentile gain corrected):

Note Taking	17%	<b>Building Vocabulary</b>	<b>20%</b>
Practice	14%	Effort and Recognition	14%
<b>Setting Goals/Objectives</b>	<b>25%</b>	Graphic Organizers	13%
Student Discussion/Chunking	17%	Homework	15%
Summarizing	19%	<b>Identifying Similarities and Differences</b>	<b>20%</b>
<b>Tracking Student Progress and Using Scoring Scales</b>	<b>34%</b>	<b>Interactive Games</b>	<b>20%</b>
		Nonlinguistic Representations	17%

# Typical bell curve of student results from teachers using a research-based strategy



# Marzano Teacher Evaluation Model

## STUDENT ACHIEVEMENT

### Domain 4: Collegiality and Professionalism (6 Elements)

Promoting  
a Positive  
Environment  
(2 Elements)

Promoting  
Exchange  
of Ideas  
(2 Elements)

Promoting District  
and School  
Development  
(2 Elements)

### Domain 1: Classroom Strategies and Behaviors (41 Elements)

Routine Segments (5 Elements)  
Content Segments (18 Elements)  
On the Spot Segments (18 Elements)

### Domain 2: Planning and Preparing (8 Elements)

Lesson and Units (3 Elements)  
Use of Materials and Technology (2 Elements)  
Special Needs of Students (3 Elements)

### Domain 3: Reflecting on Teaching (5 Elements)

Evaluating Personal Performance (3 Elements)  
Professional Growth Plan (2 Elements)

### Domain 4: Collegiality and Professionalism (6 Elements)

Promoting  
a Positive  
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Promoting District  
and School  
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# Domain 1: Classroom Strategies and Behaviors (Common Core Alignment)

## Lesson Segment Involving Routine Events

### Learning Goals & Feedback

- Providing Clear Learning Goals and Scales to Measure those Goals
- Tracking Student Progress
- Celebrating Student Success

### Rules & Procedures

- Establishing Classroom Routines
- Organizing Physical Layout of the Classroom for Learning

## Lesson Segments Addressing Content

### Interacting With New Knowledge

- Identifying Critical Information
- Organizing Students to Interact with New Knowledge
- Previewing New Content
- Chunking Content into “Digestible Bites”
- Processing of New Information
- Elaborating on New Information
- Recording and Representing Knowledge
- Reflecting on Learning

### Practicing & Deepening Knowledge

- Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Using Homework
- Examining Similarities and Difference
- Examining Errors in Reasoning
- Practicing Skills, Strategies, and Processes
- Revising Knowledge

### Generating & Testing Hypothesis

- Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- Providing Resources and Guidance

## Lesson Segments Enacted on the Spot

### Student Engagement

- Noticing When Students are Not Engaged
- Using Academic Games
- Managing Response Rates
- Using Physical Movement
- Maintaining a Lively Pace
- Demonstrating Intensity and Enthusiasm
- Using Friendly Controversy
- Providing Opportunities for Students to Talk about Themselves
- Presenting Unusual or Intriguing Information

### Adherence to Rules & Procedures

- Demonstrating “Withitness”
- Applying Consequences for Lack of Adherence to Rules and Procedures
- Acknowledging Adherence to Rules and Procedures

### Teacher/Student Relationships

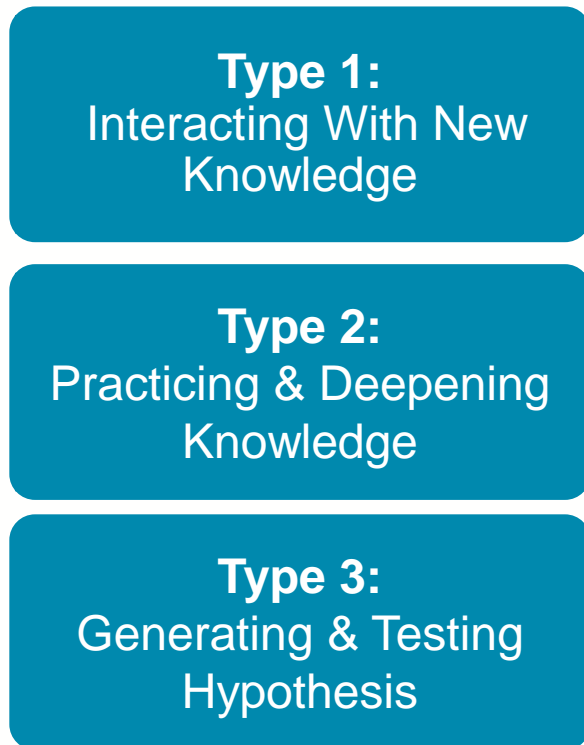
- Understanding Students’ Interests and Backgrounds
- Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- Displaying Objectivity and Control

### High Expectations

- Demonstrating Value and Respect for Low Expectancy Students
- Asking Questions of Low Expectancy Students
- Probing Incorrect Answers with Low Expectancy Students

# What does a Marzano Model day look like?

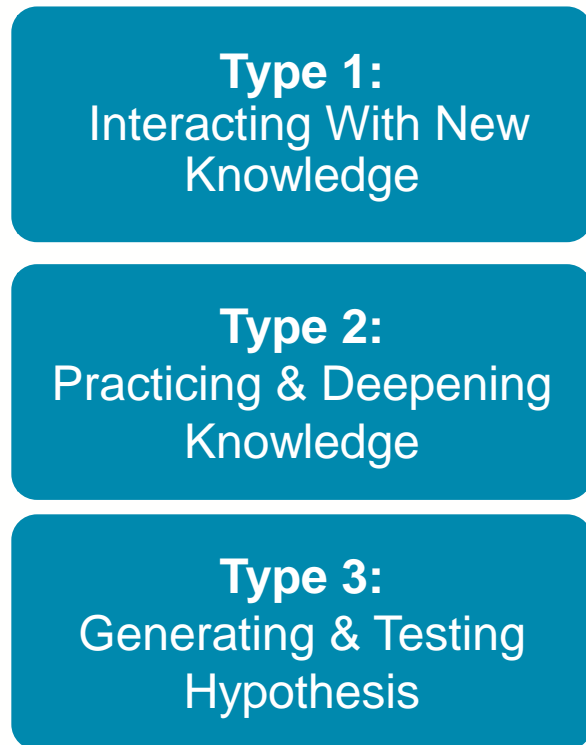
## Foundation of 3 Core Lesson Types



For any one lesson, teachers will focus primarily on one core lesson type

# What does a Marzano Model day look like?

## Foundation of 3 Core Lesson Types



**Every** unit contains all 3 lesson types.

Each lesson type staircases students up to Common Core levels of understanding.



**Level demanded by Common Core**

# Developmental Scale

Scientific indicators for implementing research-based strategies

# Generic Scale for All 41 Elements in Domain 1

Not Using 0	Beginning 1	Developing 2	Applying 3	Innovating 4
Strategy is called for, but not used.	Strategy is used but pieces or components are missing.	Strategy is used correctly but the majority of students are not monitored for the desired effect of the strategy.	Strategy is used <b>and monitored to see if it has desired effect with the majority of students.</b>	New strategies are created to meet needs of specific students or class as a whole <b>in order for the desired effect to be evident in all students.</b>

# Providing Clear Learning Goals and Scales

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy but incorrectly or with parts missing.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, <b>but the majority of students are not monitored for the desired effect of the strategy.</b>	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors <b>the majority of students for</b> understanding of the learning goal and the levels of performance.	Adapts and creates new strategies for unique student needs and situations <b>in order for the desired effect to be evident in all students.</b>



**The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.**

## TEACHER EVIDENCE

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

## STUDENT EVIDENCE

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

# Domain 2-4

## DOMAIN 2: PLANNING AND PREPARING

### Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons
2. Lessons within Units
3. Attention to Established Content Standards

### Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources
2. Use of Available Technology

### Planning and Preparing for Special Needs of Students

1. Needs of English Language Learners
2. Needs of Special Education Students
3. Needs of Students Who Lack Support for Schooling

## DOMAIN 3: REFLECTING ON TEACHING

### Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness
2. Evaluating the Effectiveness of Individual Lessons and Units
3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

### Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan
2. Monitoring Progress Relative to the Professional Growth and Development Plan

## DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM

### Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues
2. Promoting Positive Interactions about Students and Parents

### Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest
2. Mentoring Other Teachers and Sharing Ideas and Strategies

### Promoting District and School Development

1. Adhering to District and School Rules and Procedures
2. Participating in District and School Initiatives

# Cycles of Continuous Improvement

## IMPLEMENTATION

### Layer 1:

Continuous Improvement at the  
Daily Lesson Level



## FIDELITY

### Layer 2:

Continuous Improvement at the  
Unit of Instruction Level



## EFFICACY

### Layer 3:

Plan for Yearly Growth



Until critical outcomes and observer competencies are achieved.

# Marzano Teacher Evaluation Model

## FROM

Compliance focused, annual reviews that are inflated and **lack specific guidance** for instructional improvement

**Misaligned system** without specificity in the common language of instruction

**Ambiguity and subjectivity** due to the lack of specificity

Lacks connections to student achievement gains



## TO

Formative and summative process that is timely, **specific**, and honors growth over time

Aligned research-based **common language of instruction with clear and objective measures** and teacher and student evidences

**Clarity, consistency, and objectivity** from the newest teacher to the most veteran practitioners and supports *accuracy* for observers

Causal links to **raising student achievement**



# MARZANO TEACHER EVALUATION MODEL

## IMPLEMENTATION PHASES

### Implementation Year 1

#### IMPLEMENTATION

- : Common language of instruction
- : Familiarity with the model as a tool for reflection, collaboration, and feedback
- : Redevelopment of teacher feedback policies & procedures
- : Teachers see models' prime purpose in growth and a safe place for them

**Monitor for compliance**

#### FIDELITY

- : Observers understand model accurately
- : Observers exhibit increased rater agreement and proficiency
- : Teachers have accurate understanding of the model
- : Teacher engagement in the model

**Monitor for proficiency**

#### EFFICACY

- : Accurate use of the model
- : Deep implementation in all phases of teaching
- : Actionable feedback
- : Teacher growth in use of strategies
- : Deliberate Practice

**Monitor for growth**

#### SUSTAINABILITY

- : Institutionalization of the model into hiring, development, promotion, and compensation/recognition practices
- : Move from "initiative" to standard way we do business... what is expected and done around here
- : Transition from relying on supplemental positions/funding to alignment of existing resources/structures/departments

### FOCUS ON IMPLEMENTATION OF THE CHANGE AND FIDELITY

- : Establish confidence in the protocol and change plan
- : Train in new protocol
- : Develop fidelity of protocol with observers and teacher leaders/coaches
- : Monitoring and outcome feedback loops

#### Collaborative Process for All Team Members

- : Central Office
- : Administrators/Observers
- : Teacher Leaders and Coaches
- : Teachers



### FOCUS ON DEVELOPING EFFICACY

- : Teachers are measurably improving their teaching practices with yearly incremental gains in student learning
- : Teachers are engaging in Deliberate Practice with growth plans and attaining improvement goals
- : Teachers are self-assessing in the model and identifying strengths and weaknesses
- : Teachers are observing exemplars of teaching practices in which they are focusing on improving in Deliberate Practice
- : Teachers regularly engage in discussions regarding issues of practice

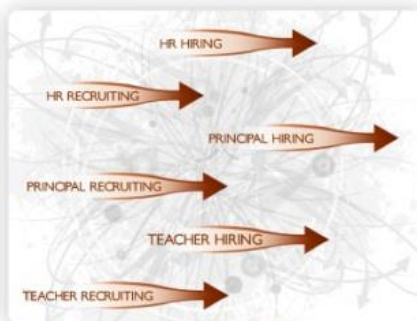
# SUSTAINABILITY

INSTITUTIONALIZATION OF THE MODEL INTO HIRING, DEVELOPMENT, PROMOTION, AND COMPENSATION/RECOGNITION PRACTICES

## MISALIGNED VS. ALIGNED SYSTEMS



MISALIGNED SYSTEM



ALIGNED SYSTEM

## HUMAN CAPITAL CONTINUUM

### Hiring of New Teachers

What is a *reasonable expectation* for teacher candidates applying for a position in your district regarding knowledge of the district's model/common language of instruction?

- Read the Art and Science of Teaching book?
- Able to answer interview questions regarding the common language of instruction (Domain 1)?
- Able to provide a self-assessment within the model?
- Able to articulate strengths, weaknesses and areas of focus within the model?

### Selection and Promotion of Teacher Mentors/Coaches/Leaders

What is the expectation for candidates for teacher mentors/coaches/leaders regarding the district's model/common language of instruction?

- Must attain a verified competency profile within D1 and able to impact VAM scores
- Must attain a verified competency level in D2-4 (planning, reflection, collegiality and mentoring others)
- Must demonstrate accurate and in-depth understanding of the model
- Able to provide a self-assessment within the model?
- Able to articulate strengths, weaknesses and areas of focus within the model?

### Selection and Promotion of Principals

What is the expectation for candidates for building principal regarding the district's model/common language of instruction?

- Must demonstrate accurate and in-depth understanding of the teacher evaluation model, especially D1
- Must become a certified classroom observer prior to receiving principalship
- Able to provide a self-assessment within the Marzano school leadership model, especially D2
- Able to articulate strengths, weaknesses and areas of focus within the school leadership model, especially D2

### Selection/Promotion of Central Office Staff

What is the expectation for candidates for central office staff regarding the district's model/common language of instruction?

- Must demonstrate accurate and in-depth understanding of the teacher evaluation model, especially D1
- *Must have demonstrated proficiency in the model as a teacher and/or principal if hiring/promoting from within*
- Must be able to articulate the aligned system of the district to sustain the common language of instruction
- Must be able to articulate a vision of how this position will support the aligned system

### Professional Development/Curriculum and Instruction

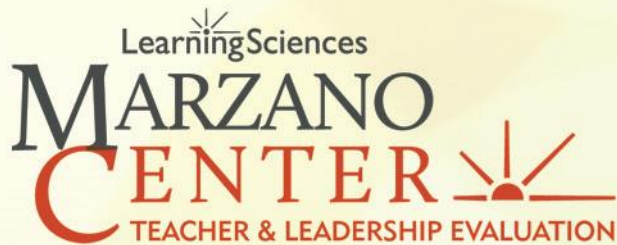
What is the expectation for the professional development department regarding the district's model/common language of instruction?

- All professional development planning/offerings must align to and be clearly articulated within the common language of instruction
- Teachers and principals must have PD on the target elements upon which they are focusing in their professional growth/deliberate practice plans
- All PD planning/offerings must address instructional practice data on D1 elements
- All PD offerings, when applicable, must demonstrate impact on instructional practice within the D1 elements to be considered successful (return on investment, ROI)



# iObservation

*Platform Connecting Teacher and Principal  
Growth, Development and Evaluation*



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